

**Standard 4-1** The student will demonstrate an understanding of the exploration of the New World.

**4-1.4:** Explain the exchange of plant life, animal life, and disease that resulted from exploration of the New World, including the introduction of wheat, rice, coffee, horses, pigs, cows, and chickens, to the Americas; the introduction of corn, potatoes, peanuts, and squash to Europe; and the effects of such diseases as diphtheria, measles, smallpox, and malaria on Native Americans. (G, H, E)

**Taxonomy Level:** B 2 Understand / Conceptual Knowledge

**Previous /Future Knowledge:**

In 3<sup>rd</sup> grade, students summarized the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans (3-2.5).

In 6<sup>th</sup> grade, students will illustrate the exchange of plants, animals, diseases, and technology throughout Europe, Asia, Africa, and the Americas (known as the Columbian Exchange), and explain the effect on the people of these regions (6-6.3).

**It is essential for students to know:**

European settlers introduced wheat, rice, coffee, horses, pigs, cows, and chickens to their lands in the Americas. The introduction of the horse significantly affected the way that the Native Americans of the Plains were able to hunt bison, greatly impacting their lives. The European settlers learned to grow corn, potatoes, peanuts, and squash through observation and working alongside of the Native Americans. Europeans then carried the crops home to Europe, improving the diet of many Europeans.

Diseases carried by the explorers such as diphtheria, measles, smallpox, and malaria killed many Native Americans. When Native Americans in New Spain died from disease, another source of slaves was needed. As a result, the demand for African slaves increased. Historians call this exchange of plants, animals and disease the Columbian Exchange.

**It is not essential for students to know:**

It is not essential for students to know about the exchange of animals, plants and disease to other countries around the world. They do not need to know how to grow these crops. Students do not need to focus on the origins of the diseases or the treatment of the diseases.

**Assessment guidelines:**

Appropriate assessments would require students to **explain** the effects that European plants, animals and disease had on the New World especially, the effects of disease on Native Americans. Students should also be able to **summarize** the effect the New World products had on Europe.